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ABSTRACT

A study of the retention and graduation experience of City University of New York senior college students who have entered since 1970 focused on three groups: (1) SEEK (Search for Education, Elevation, and Knowledge program) students; (2) students who were eligible for SEEK but were rejected by randomization procedures; and (3) ineligible students. Results indicate that: (1) retention is linked more to high school academic performance than to SEEK eligibility or SEEK program participation; (2) retention is higher in the SEEK program group than in the eligible group as a whole; (3) SEEK student retention was high during the first four semesters, but declines later; (4) college completion is linked more closely to high school performance than to either SEEK participation or SEEK eligibility; and (5) in general, SEEK students and eligibles graduated later than did ineligibles. Data tables are included. (MSE)

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RETENTION AND GRADUATION OF DISADVANTAGED STUDENTS IN THE SENIOR COLLEGES OF CUNY

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March, 1977

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RETENTION AND GRADUATION OF DISADVANTAGED STUDENTS IN THE SENIOR COLLEGES OF CUNY

by

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March, 1977

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SUMMARY OF MAJOR FINDINGS

The retention and graduation experience of three groupings of CUNY senior college students -- (1) SEEK students, (2) students who were eligible for SEEK but were rejected by randomized procedures and attended the senior colleges anyway, and (3) other students, none of whom was deemed eligible for SEEK (and hereafter will be termed "ineligible") -- who entered since 1970 indicates the following:

A. RETENTION

Using original enrollees as the base. . .

1. . .in the initial two semesters, the retention of SEEK students was similar to that of all other (ineligible) students. In subsequent semesters, the retention of SEEK students decreased faster than that of all other (ineligible) students; (Tables 1, 2, 4, and 7)

2. . .SEEK students had higher retention rates than SEEK eligibles. (Tables 1, 2, 4, and 7) This difference, greatest in the initial four semesters, decreased over time; (Table 10)

3. . .in general, the higher the college admissions (high school academic) average (CAA), the more likely were students to be retained. This appeared true for disadvantaged, as well as other, students; (Tables 3, 5, 6, 8, and 9)

4. . .at all CAA levels, SEEK students were retained in greater proportions than SEEK eligibles. At CAA levels below 80, the retention of SEEK students compared favorably to that of students who were ineligible for SEEK; at 80 and above, after the

fourth semester, SEEK students consistently had lower retention than all other (ineligible) students. (Tables 3, 5, 6, 8, and 9)

Using as the base those students who had completed the initial semesters and gone beyond (i.e., were enrolled in the fourth, sixth, eighth, or tenth semester), the retention of SEEK students was equal to or less than that of SEEK eligibles in each subsequent year. (Table 11)

B GRADUATION

Using original enrollees as the base. . .

1. . .the higher the CAA, the more likely were students to have been graduated. This was true for disadvantaged, as well as other, students; (Table 13, 15, and 16)
2. . .the proportion of all other (ineligible) students that was graduated ranged from four to five times that of SEEK students and SEEK eligibles after eight semesters to two to two-and-one-half times that of SEEK students and SEEK eligibles after ten or twelve semesters; (Table 12)
3. . .SEEK students were graduated in similar proportions to SEEK eligibles in each of the entering cohorts. (Table 12) When tabulated by CAA, no pattern of significant differences was observed between SEEK students and SEEK eligibles.

[However, it is noteworthy that, for students with CAA below 70, the proportion who graduated after ten semesters was significantly larger for SEEK students than SEEK eligibles (10.0% vs. 3.6%;) a difference which was mostly attributable to the figures from two of the nine senior colleges. Data describing graduation after ten semesters by CAA are available for 1971 entrants only (Table 13). The graduation experience of other entering cohorts should be watched to see if this becomes a pattern in the future.]

Using as the base those students who had completed the initial years and gone beyond (i.e., were enrolled in the sixth, eighth, or tenth semesters) . . .

1. . .the graduation of SEEK students was equal to or less than that of SEEK eligibles; (Table 17)
2. . .among Fall 1971 freshmen who were still enrolled in the eighth semester after entry, 39% of SEEK students and 41% of SEEK eligibles were graduated by the end of the tenth semester, compared to 71% of all other students; among Fall 1970 freshmen who were still enrolled in the eighth semester after entry, 47% of SEEK students and 55% of SEEK eligibles were graduated by the end of the twelfth semester, compared to 75% of all other students. (p. 29)

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INTRODUCTION

During the most recent decades, a combination of political and socio-economic events led to a national commitment to deal with the historic problems of poverty and race. With regard to education, it had become evident to many that equal access to educational facilities did not guarantee equal academic performance by all groups of students. Specifically, the academic performance of students from disadvantaged groups was not equivalent to that of other groups in the society; it was suggested that the previous deprivations incurred by these groups interfered with the realization of their academic potential. A redefinition of equality of opportunity followed. In assessing one of the impacts of the Coleman report (Equality of Educational Opportunity), Little and Smith observed that there

> ...developed the idea of "equality of educational opportunity" as equality of outcome rather than an equal chance of access to educational facilities. This implied that educational provision might have to be unequal, or for there to be "positive discrimination" in favor of the poor, if equal outcome, i.e., equality of educational opportunity were to be achieved.*

As a result of this emphasis on equal outcomes, programs of compensatory education were developed at every educational

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*Little, A. & Smith, G., Strategies of Compensation: A Review of Educational Projects for the Disadvantaged in the United States, Paris, Centre for Educational Research & Innovation, 1971. Coleman, J.S., et al, Equality of Educational Opportunity, Washington, D.C.: U.S. Office of Education, 1966.

level throughout the country. These programs usually consisted of special services intended to compensate for a combination of social, economic and/or educational handicaps suffered by groups defined as disadvantaged.

The SEEK program (Search for Education, Elevation and Knowledge) at the City University of New York was one such program. Implemented in September, 1966,* it was designed to help disadvantaged New York City high school graduates gain access to and successfully complete a senior college education at CUNY.

> In order to equalize the opportunity for admissions, and to facilitate successful advance into the college mainstream, of the economically, educationally and socially-deprived students, special funding was authorized under the terms of the original SEEK legislation, for recruitment, counseling, tutoring, remediation, summer schooling and stipends.**

These program enrichments were intended to:

> ...provide for the enrollment in the senior colleges of the City University of substantial numbers of high school graduates whose secondary school educational attainments would have prevented

*There was a similar program begun at City College, one of the senior colleges of CUNY, in 1965.

**Annual Report on the SEEK Program, 1971-72, CUNY, pp. 1-2.

> them from being admitted into any of the senior colleges of the City University (and) to equalize the opportunities for admission, and to facilitate successful advance into the college mainstream, through to graduation. (Emphasis added.)*

To be eligible for the SEEK program, applicants were required, among other things, to reside in an officially-designated poverty area and be economically disadvantaged.** Poverty areas, designated by the New York City Council on Poverty, were based on such considerations as the proportion of the population receiving public assistance and the median family income of the neighborhood. In defining economic disadvantage, maximum family income levels were specified, based on family size, ranging from $3,432 annual income for a family of one to $13,312 for a family of eleven or more.

For students deemed eligible (i.e., those who met the criteria), selection was performed, on a random basis, by the computer at the University Application Processing Center of CUNY.

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*Ibid.

**Additional requirements included: possession of a high school or equivalency diploma; no previous college attendance (except for veterans); one year of New York City residence; and being under age 30.

With the implementation of an open admissions policy, in September, 1970, disadvantaged youth, particularly from minority groups, began applying to senior colleges of CUNY in vastly increased numbers. Applicants deemed eligible for SEEK, but not among those randomly selected for participation in the SEEK program, could, nevertheless, enter senior colleges. In doing so, they were subject to the colleges' new admissions criteria: if they were in the upper half of their graduating class or had a college admissions average* (CAA) of at least 80%, they were guaranteed admission to a senior college. Each of the senior colleges had its own CAA cut-off point. (The cut-off varied; at some senior colleges it was above 80%, and at others it was below 80%, depending upon the rank ordering, by high school achievement, of applicants.) In addition, some students who did not meet the entrance criteria were admitted through special admissions programs.

By the time the open admissions policy was implemented at CUNY, the SEEK program was beginning its fifth year. Its budget** had grown from $1.5 million in 1966-67 (for programs at three senior colleges) to $18.5 million in 1970-71

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*College admissions average (CAA) is the average grade of high school academic courses.

**The SEEK program is authorized by the Higher Education Opportunities Act of New York State. It is jointly funded by New York City and New York State.

(the initial year of open admissions) to $28.1 million in 1974-75 (for programs at nine senior colleges). The SEEK enrollment had grown from 1,200 in 1966-67 to 6,286 in 1970-71 to 12,427 in 1974-75.

SEEK was designed to provide its students with special services. The student-to-counselor ratio has been approximately 50:1 for SEEK students, compared to ratios four times and eight times that for other students attending CUNY senior colleges. During the students' early semesters, there was strong emphasis upon remedial teaching, small-size sections, and tutoring as needed. In addition to regular offerings, SEEK personnel developed various innovative programs, many begun prior to the implementation of the open admissions policy and continued thereafter.

Besides its academic and extra-curricular support services, SEEK provided its students with financial grants based on individual student need which were, in general, higher than the amount of financial aid to other students attending CUNY. In cases of extreme need, SEEK students were provided with housing.

Each senior college administered its own SEEK program, subject to central review by the University Dean for Special Programs in the Office of the Chancellor of CUNY. Program planning and management, staff selection and retention, student retention and student personnel services are the responsibility of the individual colleges.

After the implementation of the open admissions policy resulted in a substantial increase in the number of disadvantaged students attending CUNY senior colleges, the officials responsible for SEEK noted that the program offered its students a special educational experience:

> (The) SEEK program has a distinct and distinctive structure and faculty, and the students in the program identify with it. (In contrast, the Open Admissions Program)... has no distinctive structure. The students admitted under its terms have no special identity and there is no faculty for OAP students.*

The SEEK program had been in operation for four years when the open admissions policy was implemented. Support services for disadvantaged students entering in 1970 were

*The General Plan for the SEEK Program, 1971-72, CUNY, p. 9.

developed hurriedly, with very limited resources. The consensus is that the students in the SEEK program had more available to them than disadvantaged students not in SEEK. Unfortunately, data are not available centrally with which to quantify the difference in available support services and their use. The lack of these data is a serious weakness in the study being reported upon.

The Study

This is a study* of comparable outcomes. Based upon data that are centrally-available (and very limited), it seeks to determine if differences exist in the retention and graduation experience of

(a) disadvantaged students, in contrast to other students, who entered the senior colleges of CUNY after the implementation of the open admissions policy in 1970, and

(b) disadvantaged students who were not in the SEEK program, in contrast to those who were.

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*In addition to the authors, the following members of the staff of the CUNY Office of Program and Policy Research contributed to the study: Susan Wilt, Jerzy Warman, Lou Genevie, Lawrence Kojaku, Robert Terdeman, and Susan Loveland.

Other studies reported in the literature indicate the following: disadvantaged students are less likely to be retained until graduation than other college students*; and students who exhibited poor academic performance in high school are less likely than other students to be retained and graduated.**

For purposes of this study, disadvantaged students are identified as those who were deemed eligible for entry into the SEEK program. Their retention and graduation experience is compared to that of

-- students who were not eligible for SEEK who resided in low-income, predominantly minority areas and low-income predominately white areas,*** and

-- all other students who were not eligible for SEEK.

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*For example, see Astin, A., Preventing Students from Dropping Out, San Francisco, Jossey-Bass, 1975.

**For example, see Summerskill, J., "Dropouts from College," in Yamamoto, K., ed., The College Student and His Culture: An Analysis, New York, Houghton Mifflin, 1968, pp. 423-426.

***Residential area characteristics have been used because no data are available centrally on individual students' ethnicity or family incomes. Low-income areas are defined as zip code areas with median family income below $8,000.

Further, data for students who were selected for participation in the SEEK program are compared to data for students who were (a) deemed eligible for the SEEK program, (b) were not selected (the basis was random) for participation in it, (c) but attended the senior colleges of CUNY anyway, under its open admissions policy.*

Of course, the two groups of identifiable disadvantaged students -- SEEK students and SEEK eligibles who attended CUNY senior colleges -- though similar, are not identical. As is indicated in Chart A, which describes allocation and enrollment of 1972 and 1973 freshmen applicants who were (a) deemed eligible for SEEK and (b) allocated to a senior college, those accepted for SEEK were somewhat more likely to enroll than those not accepted for SEEK (1972: 65.0% vs. 54.6%, 1973: 70.0% vs. 60.0%). It has been suggested that, as a consequence, the group of SEEK eligibles who did enroll may have been somewhat more highly motivated than the SEEK students as a group. Unfortunately, there are no data available centrally with which to assess motivation differentials. There are

*For purposes of this study, SEEK students were identified by computer tape provided by the CUNY University Dean for Special Programs. Designations for students eligible for SEEK were derived using eligibility classifications provided by the CUNY University Application Processing Center (UAPC). Those students who were classified as eligible by UAPC, but were not identified as SEEK students, were designated as students eligible for, but not in, SEEK.

CHART A: ALLOCATION AND ENROLLMENT OF FALL 1972 AND FALL 1973* APPLICANTS WHO WERE ELIGIBLE FOR SEEK

FALL 1972

Eligible for SEEK and Allocated To Senior College

N = 5653

Accepted for SEEK	Not Accepted for SEEK**
N = 3231	N = 2422
Enrolled in SEEK	Enrolled in Senior College
N = 2103 (65.0%)	N = 1323 (54.6%)

FALL 1973

Eligible for SEEK and Allocated to Senior College

N = 4485

Accepted for SEEK	Not Accepted for SEEK**
N = 3042	N = 1443
Enrolled in SEEK	Enrolled in Senior College
N = 2129 (70.0%)	N = 860 (60.0%)

*Of the four cohorts included in this study (Fall 1970, Fall 1971, Fall 1972, Fall 1973), accurate data regarding college allocation and enrollment were available only for Fall 1972 and Fall 1973 entering freshmen.

**In Fall 1972, an additional 580 students eligible for SEEK were allocated to CUNY community colleges; 299 or 51.6% of them enrolled. In Fall 1973, the figures were 580 eligibles, of whom 325 or 56.2% enrolled.

data available, however, for each of the cohorts included in the study, which demonstrate the degree to which the allocation procedures resulted in differences between the mean CAA of the two populations. These appear in the following table:

Initial Enrollment	SEEK Mean	SEEK Eligible Mean	$M_s - M_e$
Fall 1970	71.30	73.49	2.19
Fall 1971	73.12	75.07	1.95
Fall 1972	73.79	74.78	.99
Fall 1973	73.99	75.68	1.69

In an effort to make more meaningful comparisons, most tabulations in this report have been presented controlling on the students' college admissions (high school academic) average (CAA).*

As longitudinal data were not available centrally for students who entered the University in the Spring or Summer, the study includes only students entering in the Fall. Further, students who transferred between senior and community colleges have been eliminated from the study sample.

*All Chi square tests of significance included in this report pertain only to differences between SEEK students and SEEK eligibles.

The report contains two main sections. This first section concerns retention*, over time, of students who originally entered as freshmen in Fall of 1970, 1971, 1972 and 1973.

The second section concerns graduation after twelve, ten and eight semesters for Fall 1970 freshmen, after ten and eight semesters for Fall 1971 freshmen, and after eight semesters for Fall 1973 freshmen.**

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*For purposes of this study, retention involves enrollment in a senior college of CUNY. Students who left to attend colleges outside of CUNY are not counted among the retained.

**Retention data were available through June 1975 (e.g., for ten semesters for the Fall 1970 entering cohort). Graduation data were provided by the colleges through June, 1976 (e.g., for twelve semesters for the Fall 1970 entering cohort). Those senior colleges unable to provide actual lists of baccalaureate degree recipients for June, 1976 provided, instead, lists of candidates for the baccalaureate degree. In those cases, candidacy was used in lieu of actual June, 1976 graduation.

RETENTION

For purposes of this study, retained students are those freshmen who were enrolled in a later semester or had been graduated by then. For example, of Fall 1970 freshmen, those who were enrolled in the Spring 1974 semester, or had already received a baccalaureate by then, were defined as retained in the eighth semester.

Retention of Fall 1970 Freshmen

In Table 1, the percentage retained from the Fall 1970 entering cohort is presented for each even-numbered semester after its initial enrollment.

(a) The difference in retention rates between SEEK students and students ineligible for SEEK was relatively small during the early semesters and grew larger with each succeeding year. After two semesters, there was only a two percentage point difference between the proportion of SEEK students and ineligibles that were retained; after ten semesters, a third of the SEEK students were retained, in contrast to over half of those ineligible for SEEK.

(b) SEEK students had higher retention rates than SEEK eligibles. The difference between the proportion retained of SEEK students and SEEK eligibles was greatest in the initial four semesters; after the fourth semester, this difference diminished in each succeeding academic year. To illustrate the range: in the second semester, there was a 22.6% difference in the retention of SEEK students (87.5%) and SEEK eligibles (64.9%); in the tenth semester, there was a 4.6% difference between them (33.7% vs. 29.1%).* (See Table 10 also.)

Retention of Fall 1971 Freshmen

In Table 2, the retention experience of the Fall 1971 entering cohort is presented. Observations similar to those presented for 1970 freshmen may be made for this cohort as well.

(a) The difference in the retention of SEEK students and ineligible students was small in the initial four semesters, but increased in subsequent semesters.

*Caution must be exercised in utilizing these data for the 1970 entering cohort: the number of SEEK eligibles enrolling in senior colleges in 1970, the first year of open admissions, was very small.

(b) SEEK students had higher retention rates than SEEK eligibles. Differences between the proportion of retained SEEK students and SEEK eligibles were larger in the initial four semesters, and diminished in later semesters: there was an 8.2% difference in the second semester after initial enrollment, but a 4.4% difference in the eighth semester. (SEE Table 10 also.)

Table 3 focuses upon the latest semester -- the eighth -- for which data on retention of the Fall 1971* entering cohort were available. It presents these data separately for five categories of students: those with college admission averages (i.e., grades in academic courses in high school) of (a) 80 or more, (b) 75 to 79, (c) 70 to 74, (d) under 70, and those with (e) general equivalency diplomas.

(a) In general, the higher the CAA, the more likely students were to be retained in the eighth semester. This was true for the disadvantaged, as well as the other, students.

*Data for the Fall 1970 cohort have not been presented controlled on CAA because the sample sizes in some categories were too small for meaningful analysis.

(b) SEEK students were retained in greater proportions than SEEK eligibles at all CAA levels.

(c) At CAA levels below 80, the eighth semester retention of SEEK students compared favorably to that of students who were ineligible for SEEK.

Retention of Fall 1972 Freshmen

In Table 4, retention rates are presented for the Fall 1972 entering cohort. Again, the findings are similar to those made for the previous cohorts.

(a) Differences in retention between SEEK students and ineligible students, initially small, increased over time.

(b) SEEK students had higher retention rates than SEEK eligibles. Differences in retention between SEEK students and SEEK eligibles diminished over time (9.1% in the second semester vs. 7.0% in the sixth semester). (See Table 10 also.)

Table 5 focuses upon sixth semester retention data, the most recent available for the Fall 1972 entering cohort. These data are presented controlling for CAA. Similar observations to those made for the 1971 entering cohort may be made here.

(a) In general, regardless of disadvantaged status, the higher the CAA, the more likely students were to be retained in the sixth semester.

(b) Regardless of CAA, SEEK students were more likely to be retained than SEEK eligibles.

(c) At CAA levels below 80, the retention of SEEK students compared favorably to that of students who were not eligible for SEEK.

Table 6 compares sixth semester retention, by CAA, of the Fall 1971 and Fall 1972 entering cohorts.

(a) At every level of CAA, retention rates of SEEK students and SEEK eligibles decreased slightly between 1971 and 1972. This pattern of decreasing retention rates was not apparent for the rest of the students.

(b) As might be expected in light of previous observations, SEEK students were retained in larger proportions in the sixth semester than SEEK eligibles in both entering cohorts, regardless of CAA.

Retention of Fall 1973 Freshmen

Retention data were available after four semesters for Fall 1973 entering freshmen. As may be seen in Table 7,

SEEK students had somewhat higher retention percentages than SEEK eligibles, but somewhat less than all other (ineligible) students.

In Table 8, retention data controlled on CAA are presented for the fourth semester of the Fall 1973 cohort.

(a) With few exceptions, the higher the CAA, the greater the retention rates.

(b) SEEK students had higher retention rates than SEEK eligibles at every level of CAA.

(c) At CAA levels below 80, the retention of SEEK students compared favorably to that of students ineligible for SEEK.

Table 9 compares fourth semester retention, by CAA, of the Fall 1971, 1972, and 1973 entering cohorts.

(a) Particularly in the CAA levels below 80, there was a decrease in the fourth semester retention rates of SEEK students between the 1971 and 1972 cohorts. This appears to have been followed by a "leveling-off" between the 1972 and 1973 cohorts. For SEEK eligibles, there was also a decrease between the 1971 and 1972 cohorts, but this appears to have been followed by an increase between the 1972 and 1973 cohorts. (The data of Table 9, four semesters for three cohorts, differ enough from those of Table 6, six semesters for two cohorts, to warrant attention in future analyses of retention [involving more semesters and more cohorts]. The possibility of alternative patterns developing over time is suggested here.)

(b) As might be expected from previous observations, in the fourth semester, SEEK students were retained in larger proportions than SEEK eligibles in all three cohorts, regardless of CAA. However, because of the rise in the SEEK eligible retention rate in the 1973 cohort [cited in (a) above], these differences diminished in three out of four CAA levels.

Summary: Retention of Original Enrollees

Observing the retention experience, over time, of many entering cohorts, the following were found repeatedly. . .

(1). . .in the initial two semesters the retention of SEEK students was similar to that of all other (ineligible) students; in subsequent semesters the retention of SEEK students decreased faster than that of all other (ineligible) students.

(2). . .SEEK students had higher retention rates than SEEK eligibles. (See Table 10). This difference, greatest in the initial four semesters, diminished over time.

(3). . .in general, the higher the college admissions (high school academic) average, the more likely students were to be retained. This appeared true for disadvantaged, as well as other, (ineligible), students.

(4). . .at all CAA levels, SEEK students were retained in greater proportions than SEEK eligibles. At CAA levels below 80, the retention of SEEK students compared favorably to that of students who were ineligible for SEEK.

Later Retention of The Retained

Until now, retention has been presented as a percent of original enrollees. It is also possible to look at retention in other way -- as a percent of those who had survived the attrition of previous semesters .

In Table 11, data are presented which describe retention in a given semester as a percent of the prior year's enrollment. Illustratively, the figures would answer the question: "Of the students enrolled in the sixth semester after initial entry, what proportion were retained in the eighth semester?" These data allow us

to view separately the retention of students who have survived the initial semesters (with their high attrition), the early semesters (in which remediation and compensatory efforts were concentrated), and/or the lowerclass years (during which time many senior college students are still deciding their major field of study).

With regard to students who were enrolled in the fourth semester or sixth semester or eighth semester after initial matriculation. . .

(1). . .the retention of SEEK students and SEEK eligibles in upperclass (sixth, eighth and tenth) semesters was less than that of other students,

(2). . .the retention of SEEK students in the sixth, eighth and tenth semesters was equal to or less than that of SEEK eligibles.

This was true for all of the entering cohorts for which data were available: Fall 1970, Fall 1971, and Fall 1972.

GRADUATION

In this section, data are presented describing the percentage of students that received baccalaureate degrees* from among

-- Fall 1970 freshmen after eight, ten, and twelve semesters,

-- Fall 1971 freshmen after eight and ten semesters, and

-- Fall 1972 freshmen after eight semesters.

Graduation of Fall 1970 Freshmen

Table 12 presents graduation data for Fall 1970 freshmen after twelve semesters (as of June, 1976). Nearly one-fifth of the SEEK students (19.1%) and SEEK eligibles (19.2%) received their baccalaureate degrees. Among the rest of the Fall 1970 entering freshmen, the figure was more than twice that.

*For purposes of this study, (a) students who received Associate degrees from senior colleges were not considered to be graduates and (b), when data by college are provided, they exclude students who transferred among senior colleges (i.e., they include only those students who originally enrolled in a senior college and remained enrolled in that college or withdrew from CUNY).

Graduation of Fall 1971 Freshmen

In Table 12, graduation rates are given for Fall 1971 freshmen. The proportion of SEEK students who received baccalaureate degrees after ten semesters (as of June, 1976) was virtually identical to that of SEEK eligibles (16.6% vs. 15.7%). Among the rest of the Fall 1970 entering freshmen, the figure was more than twice that.

Graduation of Fall 1972 Freshmen

Table 12 also presents graduation rates for Fall 1972 freshmen. After eight semesters (as of June, 1976), the proportion that received baccalaureate degrees was virtually identical for SEEK students (4.4%) and SEEK eligibles (5.4%). Among the rest of the student body, the figure was about four times that.

Graduation by CAA

Table 13 presents graduation rates of Fall 1971* entering freshmen by college admissions average.

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*Graduation data for Fall 1970 entering freshmen were not presented by CAA because, in some categories, the number of SEEK eligibles was too small for meaningful analysis.

(a) In general, at every level of CAA, SEEK students and SEEK eligibles were graduated in smaller proportions than other students.

(b) The proportion of SEEK students that was graduated after ten semesters was 2.2% larger for CAA's between 70 and 74, 3.3% larger for CAA's between 75 and 79, and 3.8% larger for CAA's above 80 than SEEK eligibles.

The proportion of SEEK students with CAA's below 70 that was graduated after ten semesters was significantly greater (6.4%) than SEEK eligibles at that level of CAA. As may be seen in Table 14, the graduation experience of students from two (City College and John Jay College) of the nine senior colleges were major factors accounting for this difference.*

*If those two colleges were excluded, there was a 2.9% difference (8.8% SEEK vs. 5.9% SEEK eligible) in the graduation rate of students with CAA below 70. This difference was not statistically significant.

Table 15 presents graduation rates of Fall 1972 entering freshmen by CAA.

(a) In general, regardless of CAA, SEEK students and SEEK eligibles were graduated in smaller proportions that the rest.

(b) The proportion of SEEK students that was graduated is similar to that of SEEK eligibles at every level of CAA, except (a) 75-79 and (b) among students with general equivalency diplomas, with SEEK students leading in the former (7.6% vs. 3.5%) and SEEK eligibles leading in the latter (0.0% vs 7.2%).

Summary: Graduation of Original Enrollees

With regard to graduation, the following were observed. . .

(a) the higher the CAA, the more likely were students to have been graduated. This was true for disadvantaged, as well as other (ineligible), students.

(b) the proportion of all other (ineligible) students that was graduated ranged from four to five times that of SEEK students and SEEK eligibles after eight semesters to two to two-and-one-half times that of SEEK students and SEEK eligibles after ten or twelve semesters.

(c) At all CAA levels, SEEK students and SEEK eligibles were graduated in smaller proportions than the rest of the students.

(d) SEEK students and SEEK eligibles were graduated in similar proportions in each of the cohorts. When controlled on CAA, no pattern of significant differences was observable between SEEK students and SEEK eligibles. (See Table 16.) [However, it is noteworthy that, for students with CAA below 70, the proportion who graduated after ten semesters was significantly larger for SEEK students than SEEK eligibles (10.9 vs. 3.7%), mostly attributable to figures from two of the nine colleges. These data (graduation after ten semesters by CAA) are available for

1971 entrants only; the ten semester graduation experience for other cohorts should be watched to see if this becomes a pattern in the future.]

Graduation of The Retained

Until now, graduation has been presented as a percent of original freshmen enrollees. It is also possible to view graduation in an alternative manner: as a percent of those who, having survived the attrition of the early semesters, were subsequently graduated.

In Table 17, data are presented which describe graduation by the end of a given semester as a percent of the number enrolled in a prior semester. For example, graduation by the end of the tenth semester is expressed as a proportion of the number of enrollees in the eighth semester.

The table focuses upon students who had been enrolled in the sixth, eighth, or tenth semesters -- after most, if not all, had completed any remediation courses that they undertook and had made their choice of major field.

With regard to students who had persisted to these upper-class years,

(a) the graduation of SEEK students and SEEK eligibles was less than that of other students, and

(b) the graduation of SEEK students was equal to or less than that of SEEK eligibles.

This was true for all entering cohorts for which data were available: Fall 1970, Fall 1971, and Fall 1972.

Graduation data for the students who were enrolled eight semesters after entry were available for 1971 enrollees after their tenth semester and for 1970 enrollees after their twelfth semester. Of the 1971 enrollees who were still enrolled in the eighth semester, 39% of the SEEK students and 41% of the SEEK eligibles were graduated by the end of the tenth semester, in contrast of 71% of other students. Of the 1970 enrollees who were still enrolled in the eighth semester, 47% of the SEEK students and 55% of the SEEK eligibles were graduated by the end of the twelfth semester, in contrast to 75% of the other students.

	Percent of those enrolled in the eighth semester who were graduated in the. . . .			
	Tenth Semester (1971 enrollees)		Twelfth Semester (1970 enrollees)	
SEEK.	38.8	(694)	47.0	(894)
Eligible for but not in SEEK. . . .	41.0	(461)	54.7	(53)
Ineligible, from low-income and predominantly minority areas. . .	57.8	(263)	69.9	(272)
predominantly white areas	64.1	(434)	76.0	(567)
All other ineligibles	70.7	(7817)	75.1	(8940)

COMMENTS

This study, based upon data which are centrally-available, is very limited. Further research in much greater depth -- especially studies that might be conducted within each of the senior colleges and within the SEEK program itself -- is needed.

(a) Because of the variation in high schools, the use of CAA as a pre-college performance measure is not without its problems. With regard to universal measures, the only CUNY-wide reading and mathematics tests were given to entering freshmen in Fall 1970 and Fall 1971. In 1970, 71% took the test but, as mentioned earlier, there were too few SEEK-eligibles for meaningful analysis in that cohort. In 1971, there were enough SEEK eligibles, but only 57% took the test -- and they were known to be unrepresentative of the entering freshmen cohort. In Fall 1972 and after, each of the colleges gave its own test to freshmen. Many colleges, thereby, are able to utilize standardized pre-performance measures as control variables in studies of their own students.

(b) Among the colleges and within their SEEK programs, program response to the needs of disadvantaged students varied. As examples: in some, remedial classes were of smaller

size than in others; some offered remedial courses for no credit, while others mixed high school and college material in compensatory courses for credit; some employed upperclassmen as tutors, while others used professional teachers; some utilized specialized counseling, while others used a generic approach. Regardless of the programs' offerings, some students made more use of them than others. For these programs to maximize their contribution to the University and to the field of higher education, it is important that the impact of these program variations and their differential use by students be measured. The relevant data are not available centrally but they can be obtained at the colleges and within the programs.

This study, then, may be seen as one, admittedly limited, effort. It will be successful to the extent to which it is followed by systematic studies conducted by the researchers in the SEEK program and by faculty and institutional researchers at the colleges.

Table 1: Retention of Fall 1970 Freshmen

AFTER INITIAL ENROLLMENT	SEEK	Eligible for but not in SEEK	Ineligible, from Low-Income and ... Predom. Minority Areas	Predom. White Areas	All Other Ineligible
10th Semester	33.7	29.1	50.9	53.4	52.7
8th Semester	40.6	35.1	58.3	57.7	59.5
6th Semester	55.4**	38.4	65.7	64.9	66.8
4th Semester	70.3**	47.7	77.0	74.1	77.1
2nd Semester	87.5**	64.9	93.4	88.2	90.0
Total N	(2200)	(151)	(470)	(983)	(15023)

** Chi square is significant at the .01 level.

Table 2: Retention of Fall 1971 Freshmen

AFTER INITIAL ENROLLMENT	SEEK	Eligible for but not in SEEK	Ineligible from Low Income and ... Predom. Minority Areas	Predom. White Areas	All Other Ineligible
8th Semester	42.7*	38.3	54.9	52.7	57.2
6th Semester	51.5**	44.3	59.9	57.3	62.4
4th Semester	71.3*	61.4	73.9	70.6	75.0
2nd Semester	88.4*	80.2	90.6	88.8	89.9
Total N	(1624)	(1204)	(479)	(824)	(13678)

* Chi Square is significant at the .05 level.
** Chi square is significant at the .01 level.

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Table 3: Eighth Semester Retention of Fall 1971 Freshmen by CAA

COLLEGE ADMISSIONS AVERAGE#	SEEK	Eligible for but not in SEEK	Ineligible from Low Income and... Predom. Minority Areas	Predom. White Areas	All Other Ineligible
≥ 80	55.6 (241)	49.2 (245)	62.7 (209)	62.7 (451)	65.4 (8436)
75-79	47.9 (361)	41.6 (327)	56.7 (120)	44.1 (238)	48.6 (3033)
70-74	42.2 (424)	38.0 (363)	43.0 (93)	32.3 (93)	39.1 (1390)
< 70	34.5** (504)	24.6 (236)	44.4 (45)	32.1 (28)	35.7 (532)
GED##	37.5 (56)	15.0 (20)			

** Chi square is significant at the .01 level.
General Equivalency Diploma

The following are the mean CAA's of SEEK students and SEEK eligibles within each CAA category:

	SEEK	SEEK Eligible
≥ 80	83.66	83.81
75-79.9	77.34	77.32
70.74.9	72.35	72.58
< 70	65.63	66.33

Table 4: Retention of Fall 1972 Freshmen

AFTER INITIAL ENROLLMENT	SEEK	Eligible for but not in SEEK	Ineligible, from Low-Income and ... Predom. Minority Areas	Predom. White Areas	All other Ineligible
6th Semester	48.2**	41.2	62.3	56.8	61.7
4th Semester	66.6**	53.6	73.5	67.5	72.3
2nd Semester	87.8**	78.7	89.4	82.5	88.9
Total N	(2150)	(1390)	(501)	(800)	(14072)

** Chi square is significant at the .01 level.

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Table 5: Sixth Semester Retention of Fall 1972 Freshmen by CAA

COLLEGE ADMISSIONS AVERAGE#	SEEK	Eligible for but not in SEEK	Ineligible, from Low-Income and ... Predom. Minority Areas	Predom. White Areas	All Other Ineligible
≥ 80	60.9** (384)	50.0 (326)	77.3 (207)	67.9 (411)	70.1 (7826)
75-79	53.9** (482)	43.5 (331)	54.5 (134)	50.0 (214)	55.7 (3111)
70-74	46.2** (528)	40.7 (359)	51.5 (101)	36.9 (122)	46.5 (1540)
< 70	39.6** (599)	30.5 (328)	46.9 (49)	46.8 (47)	43.2 (439)
GED##	35.5 (62)	37.1 (35)			

** Chi square is significant at the .01 level.
General Equivalency Diploma

The following are the mean CAA's of SEEK students and SEEK eligibles within each CAA category:

	SEEK	SEEK Eligible
≥ 80	83.79	83.96
74-79.9	77.21	77.11
70-74.9	72.48	72.51
< 70	65.64	65.52

Table 6: Comparison of Sixth Semester Retention, by CAA, Among Fall 1971 and Fall 1972 Freshmen

COLLEGE ADMISSIONS AVERAGE	1971 Sixth Semester			1972 Sixth Semester		
	SEEK	Eligible for but not in SEEK	Ineligible Students	SEEK	Eligible for but not in SEEK	Ineligible Students
≥ 80	65.6** (241)	55.1 (254)	70.0 (9096)	60.9** (384)	50.0 (326)	70.2 (8444)
75-79	55.7** (361)	46.8 (327)	54.3 (3391)	53.9** (482)	43.5 (331)	55.3 (3459)
70-74	51.4** (424)	43.0 (363)	44.9 (1576)	46.2** (528)	40.7 (359)	46.1 (1763)
< 70	43.1** (504)	31.8 (236)	42.9 (605)	39.6** (599)	30.5 (328)	43.8 (635)
GED	46.6 (56)	40.0 (20)	23.1 (13)	35.5 (62)	37.1 (35)	32.0 (25)

** Chi square is significant at the .01 level.

Table 7: Retention of Fall 1973 Freshmen

AFTER INITIAL ENROLLMENT	SEEK	Eligible for but not in SEEK	Ineligible, from Low-Income and ... Predom. Minority Areas	Predom. White Areas	All Other Ineligible
4th Semester	66.5**	60.0	70.0	66.1	71.5
2nd Semester	84.2*	81.0	88.3	84.6	87.3
Total N	(2307)	(822)	(613)	(850)	(14335)

* Chi square is significant at the .05 level.
** Chi square is significant at the .01 level.

Table 8: Fourth Semester Retention of Fall 1973 Freshmen by CAA

COLLEGE ADMISSIONS AVERAGE#	SEEK	Eligible for but not in SEEK	Ineligible, from Low-Income and ... Predom. Minority Areas	Predom. White Areas	All Other Ineligible
≥ 80	73.8 (478)	69.9 (229)	74.3 (202)	73.0 (407)	79.9 (7228)
75-79	69.0** (468)	55.3 (215)	74.4 (129)	63.8 (218)	68.3 (3015)
70-74	65.5 (548)	58.3 (180)	66.4 (128)	59.5 (111)	63.7 (1530)
< 70	60.9 (675)	53.8 (173)	62.4 (141)	54.5 (101)	54.5 (1405)
GED##	63.6 (55)	60.0 (20)			

** Chi square is significant at the .01 level.

General Equivalency Diploma

The following are the mean CAA's of SEEK students and SEEK eligibles within each CAA category:

	SEEK	SEEK Eligible
≥ 80	84.23	83.78
74-79.9	77.22	77.30
70-74.9	72.43	72.54
< 70	65.61	66.05

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Table 9: Comparison of Fourth Semester Retention, by CAA, Among Fall 1971, Fall 1972, and Fall 1973 Freshmen

COLLEGE ADMISSIONS AVERAGE	1971 Fourth Semester			1972 Fourth Semester			1973 Fourth Semester		
	SEEK	Eligible for but not in SEEK	All Ineligible Students	SEEK	Eligible for but not in SEEK	All Ineligible Students	SEEK	Eligible for but not in SEEK	All Ineligible Students
≥ 80	80.1* (241)	71.7 (254)	80.4 (9096)	76.8** (384)	61.0 (326)	79.6 (8444)	73.8 (478)	69.9 (229)	79.4 (7837)
75-79	75.9* (361)	60.6 (327)	68.7 (3391)	69.1** (482)	54.1 (331)	67.0 (3459)	69.0** (468)	55.3 (215)	68.2 (3362)
70-74	70.5* (424)	61.4 (363)	62.6 (1576)	64.0** (528)	51.5 (359)	60.0 (1763)	65.5 (548)	58.3 (180)	63.6 (1769)
< 70	66.1** (504)	53.4 (236)	62.8 (605)	61.9** (599)	46.6 (328)	59.2 (635)	60.9 (675)	53.8 (173)	55.2 (1647)
GED#	69.6* (56)	45.0 (20)	38.5 (13)	59.7 (62)	54.3 (35)	60.0 (25)	63.6 (55)	60.0 (20)	60.0 (95)

* Chi square is significant at the .05 level.
** Chi square is significant at the .01 level.
\# General Equivalency Diploma.

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Table 10: Retention of SEEK Students and SEEK Eligibles, Fall 1970 Freshmen Through Fall 1973 Freshmen

AFTER INITIAL ENROLLMENT	1970		1971		1972		1973	
	SEEK	SEEK Eligible	SEEK	SEEK Eligible	SEEK	SEEK Eligible	SEEK	SEEK Eligible
10th Semester	33.7	29.1						
8th Semester	40.6	35.1	42.7*	38.3				
6th Semester	55.4**	38.4	51.5**	44.3	48.2**	41.2		
4th Semester	70.3**	47.7	71.3**	61.4	66.6**	53.6	66.5**	60.0
2nd Semester	87.5**	64.9	88.4**	80.2	87.8**	78.7	84.2*	81.0
Total N	(2200)	(151)	(1624)	(1204)	(2150)	(1390)	(2307)	(822)

*Chi square is significant at the .05 level.
**Chi square is significant at the .01 level.

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Table 10A: Difference in Percent Retained Between SEEK Students and SEEK Eligibles, Fall 1970 Freshmen Through Fall 1973 Freshmen

	1970	1971	19[illegible]	1973
10th Semester	4.6			
8th Semester	5.5	4.4		
6th Semester	17.0	7.2	7.0	
4th Semester	22.6	9.9	13.0	6.5
2nd Semester	22.6	8.2	9.1	3.2

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Table 11: Retention as a Percent of Prior Year's Enrollment of Fall 1970, 1971, 1972, and 1973 Freshmen

INITIAL ENROLLMENT	Percent Retained in:	Of Those Enrolled In:	SEEK	Eligible for but not in SEEK	Ineligible, from Low-Income and ... Predom. Minority Areas	Predom. White Areas	All Other Ineligible
Fall 1970	10th Sem.	(8th Sem.)	83.0 (893)	83.0 (53)	87.2 (274)	92.6 (567)	88.6 (8939)
	8th Sem.	(6th Sem.)	73.3 (1219)	91.4 (58)**	88.7 (309)	88.6 (638)	89.1 (10035)
	6th Sem.	(4th Sem.)	78.8 (1547)	80.6 (72)	85.4 (362)	85.3 (748)	86.6 (11583)
	4th Sem.	(2nd Sem.)	80.4 (1925)	73.5 (98)	82.5 (439)	86.3 (867)	85.7 (13521)
	2nd Sem.	(1st Sem.)	87.5 (2200)**	64.9 (151)	93.4 (470)	88.2 (983)	90.0 (15023)
Fall 1971	8th Sem.	(6th Sem.)	82.9 (836)	86.5 (533)	91.6 (287)	91.9 (472)	91.7 (8535)
	6th Sem.	(4th Sem.)	72.2 (1158)	72.1 (739)	81.1 (354)	81.1 (582)	83.2 (10259)
	4th Sem.	(2nd Sem.)	80.6 (1436)*	76.5 (966)	81.6 (434)	79.5 (732)	83.4 (12297)
	2nd Sem.	(1st Sem.)	88.4 (1624)**	80.2 (1204)	90.6 (479)	88.8 (824)	89.9 (13678)
Fall 1972	6th Sem.	(4th Sem.)	72.3 (1432)	76.9 (745)*	84.9 (368)	84.1 (540)	85.3 (10174)
	4th Sem.	(2nd Sem.)	75.8 (1888)	68.1 (1094)	82.1 (448)	81.8 (660)	81.3 (12510)
	2nd Sem.	(1st Sem.)	87.8 (2150)	78.7 (1390)	89.4 (501)	82.5 (800)	88.9 (14072)
Fall 1973	4th Sem.	(2nd Sem.)	79.0 (1942)**	74.0 (666)	79.3 (541)	78.2 (719)	81.9 (12512)
	2nd Sem.	(1st Sem.)	84.2 (2307)*	81.0 (822)	88.3 (613)	84.6 (850)	87.3 (14335)

* Chi square is significant at the .05 level
** Chi square is significant at the .01 level.

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Table 12: Graduation of Fall 1970, 1971 and 1972 Freshmen#

AFTER INITIAL ENROLLMENT	SEEK	Eligible for but not in SEEK	Ineligible from Low Income and ... Predom. Minority Areas	Predom. White Areas	All Other Ineligible
Fall 1970 Freshmen					
12th Semester	19.1	19.2	40.6	43.8	44.7
10th Semester	12.1	16.6	36.2	37.9	39.8
8th Semester	4.7	7.9	20.0	21.9	25.2
Total N	(2200)	(151)	(470)	(983)	(15023)
Fall 1971 Freshmen					
10th Semester	16.6	15.7	31.7	33.7	40.4
8th Semester	4.9	6.2	17.1	18.0	23.1
Total N	(1624)	(1204)	(479)	(824)	(13676)
Fall 1972 Freshmen					
8th Semester	4.4	5.4	15.0	16.5	22.8
Total N	(2150)	(1390)	(501)	(800)	(14072)

Graduation percentages after ten semesters of Fall 1971 freshmen and after eight semesters of Fall 1972 freshmen for students at each of the senior colleges are presented in appended Tables A1 and A2.

Table 13: Graduation After Ten Semesters, by CAA, of Fall 1971 Freshmen

COLLEGE ADMISSIONS AVERAGE#	SEEK	Eligible for but not in SEEK	Ineligible, from Low-Income and ... Predom. Minority Areas	Predom. White Areas	All Other Ineligible
≥ 80	35.1 (239)	31.3 (249)	45.2 (208)	54.2 (449)	50.3 (8426)
75-79	19.9 (352)	16.9 (319)	29.4 (119)	24.1 (232)	29.1 (3006)
70-74	14.4 (424)	12.2 (360)	18.5 (92)	11.8 (93)	21.0 (1377)
< 70	10.0* (481)	3.6 (225)	10.3 (39)	13.0 (23)	14.0 (494)
GED##	5.6 (36)	13.6 (22)			

*Chi square significant is at the .05 level
##General Equivalency Diploma

The following are the mean CAA's of SEEK students and SEEK eligibles within each CAA category:

	SEEK	SEEK Eligible
≥ 80	83.66	83.81
75-79.9	77.34	77.32
74-75.9	72.35	72.58
< 70	65.63	66.33

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Table 14: Graduation of Disadvantaged Students After Ten Semesters, by College: Fall 1971 Freshmen with CAA Below 70 Percent#

	SEEK		Eligible for but not in SEEK	
Baruch College	4.4	(45)	7.1	(14)
Brooklyn College	13.2	(91)	11.8	(17)
City College	11.4	(79)	0.0	(40)
Evers College	0.0	(21)	3.7	(54)
Hunter College	2.9	(35)	0.0	(6)
Lehman College	0.0	(18)	0.0	(17)
Jay College	14.3	(28)	0.0	(38)
Queens College	11.5	(104)	8.0	(25)
York College	10.0	(40)	50.0	(2)

Students who transferred among senior colleges have been excluded from this table.

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Table 15: Graduation After Eight Semesters, by CAA, of Fall 1972 Freshmen

COLLEGE ADMISSIONS AVERAGE#	SEEK	Eligible for but not in SEEK	Ineligible, from Low-Income and ... Predom. Minority Areas	Predom. White Areas	All Other Ineligible
≥ 80	10.2 (382)	12.4 (314)	29.0 (207)	26.5 (407)	31.9 (7778)
75-79	7.6* (472)	3.5 (317)	6.9 (131)	9.6 (208)	13.9 (3070)
70-74	2.1 (515)	2.9 (345)	4.2 (95)	3.4 (118)	6.5 (1503)
< 70	1.2 (570)	2.0 (299)	4.2 (43)	0.0 (40)	4.4 (495)
GED ##	0.0 (54)	7.2 (69)			

* Chi square is significant at the .05 level.
General Equivalency Diploma

The following are the mean CAA's of SEEK students and SEEK eligibles within each CAA category:

	SEEK	SEEK Eligible
≥ 80	83.79	83.96
74-79.9	77.21	77.11
70-74.9	72.48	72.51
< 70	65.64	65.52

Table 16: Graduation, by CAA, of Fall 1971 and Fall 1972 Freshmen

		1971 Freshmen					1972 Freshmen				
				Ineligible, from Low-income and ...					Ineligible, from Low-Income and ...		
	CAA	SEEK	Eligible for but not in SEEK	Predom. Minority Areas	Predom. White Areas	All Other Ineligible	SEEK	Eligible for but not in SEEK	Predom. Minority Areas	Predom. White Areas	All Other Ineligible
Ten Semesters	≤ 80	35.1 (239)	31.3 (249)	45.2 (208)	45.2 (449)	50.3 (8426)					
	75-79	19.9 (352)	16.9 (319)	29.4 (119)	24.1 (232)	29.1 (3006)					
	70-74	14.4 (424)	12.2 (360)	18.5 (92)	11.8 (93)	21.0 (11377)					
	< 70	10.0* (418)	3.6 (225)	10.3 (39)	13.0 (23)	14.0 (494)					
	GED#	5.6 (36)	13.6 (22)								
Eight Semesters	≤ 80	15.9 (239)	16.1 (249)	27.9 (208)	25.6 (449)	31.1 (8462)	10.2 (382)	12.4 (314)	29.0 (207)	26.5 (407)	31.9 (7778)
	75-79	4.8 (352)	5.0 (319)	13.4 (119)	10.3 (232)	12.8 (3006)	7.6* (472)	3.5 (317)	6.9 (131)	9.6 (208)	13.9 (3070)
	70-74	3.5 (424)	3.6 (360)	6.5 (92)	7.5 (93)	7.1 (1377)	2.1 (515)	2.9 (345)	4.2 (95)	3.4 (118)	6.5 (1503)
	< 70	1.7 (481)	1.3 (225)	5.1 (39)	0.0 (23)	5.3 (494)	1.2 (570)	2.0 (299)	2.3 (43)	0.0 (40)	4.4 (495)
	GED#	2.8 (36)	4.5 (22)				0.0 (54)	7.2 (69)			

* Chi square is significant at the .05 level
\# General Equivalency Diploma.

Table 17: Graduation of Upperclassmen From Fall 1970, 1971 and 1972 Freshmen

INITIAL ENROLLMENT	Percent Graduated by end of	Of Those Enrolled in the:	SEEK		Eligible for but not in SEEK		Ineligible, from Low-Income and ... Predom. Minority Areas		Predom. White Areas		All Other Ineligible	
Fall 1970	12th Sem.	(10th Sem.)	49.6	(639)	53.1	(32)	66.9	(145)	69.7	(310)	70.7	(4138)
	10th Sem.	(8th Sem.)	29.9	(894)	47.2	(53)**	62.0	(276)	65.8	(567)	66.8	(8940)
	8th Sem.	(6th Sem.)	8.4	(1219)	20.7	(58)**	30.4	(309)	33.7	(638)	37.7	(10033)
		(1st Sem.)		(2200)		(151)		(470)		(983)		(15023)
Fall 1971	10th Sem.	(8th Sem.)	38.8	(694)	41.0	(461)*	57.8	(263)	64.1	(434)	70.7	(7817)
	8th Sem.	(6th Sem.)	9.6	(836)	14.0	(533)*	28.6	(287)	31.4	(472)	37.0	(8532)
		(1st Sem.)		(1624)		(1204)		(479)		(824)		(13676)
Fall 1972	8th Sem.	(6th Sem.)	9.1	(1036)	13.1	(573)*	24.0	(312)	29.1	(454)	36.6	(8682)
		(1st Sem.)		(2150)		(1390)		(501)		(800)		(14072)

* Chi square is significant at the .05 level.
** Chi square is significant at the .01 level.

APPENDIX

Table A1: Graduation After Ten Semesters, by College, of Fall 1971 Freshmen#

SENIOR COLLEGES	SEEK		Eligible for but not in SEEK		Ineligible, from Low-Income and ... Predom. Minority Areas		Predom. White Areas		All Other Ineligible	
Baruch	9.3	(140)	17.2	(93)	30.4	(23)	27.8	(90)	32.8	(993)
Brooklyn	19.6	(326)	21.8	(78)	38.5	(26)	47.6	(82)	49.3	(2649)
City	18.2	(330)	15.7	(313)	24.7	(81)	30.0	(220)	33.3	(1715)
Evers	8.9	(56)	8.1	(111)	27.3	(11)	0.0	(9)	10.7	(168)
Hunter	15.4	(136)	20.3	(232)	30.7	(75)	32.1	(162)	36.6	(1878)
Jay	18.6*	(59)	6.5	(92)	14.3	(21)	11.8	(34)	19.6	(672)
Lehman	15.3	(72)	19.8	(126)	29.3	(58)	39.1	(128)	40.6	(1685)
Queens	14.9	(308)	13.2	(76)	41.5	(123)	59.5	(37)	51.9	(2393)
York	15.5	(97)	20.0	(20)	43.8	(32)	0.0	(7)	35.7	(558)

* Chi square is significant at the .05 level

Students who transferred among senior colleges have been excluded from this table

APPENDIX

Table A2: Graduation After Eight Semesters, by College, of Fall 1972 Freshmen#

SENIOR COLLEGES	SEEK		Eligible for but not in SEEK		Ineligible, from Low-Income and ... Predom. Minority Areas		Predom. White Areas		All Other Ineligible	
Baruch	3.7	(188)	9.1	(33)	7.9	(38)	15.2	(92)	13.7	(930)
Brooklyn	4.5	(337)	8.0	(24°)	24.4	(78)	21.7	(120)	28.0	(4102)
City	3.8	(339)	3.6	(192)	9.2	(65)	15.6	(154)	16.7	(1296)
Evers	2.1	(48)	4.8	(83)	4.3	(23)	0.0	(5)	5.5	(182)
Hunter	2.4	(294)	5.6	(427)	30.4	(56)	26.3	(133)	27.4	(1082)
Jay	12.9**	(93)	3.4	(203)	0.0	(40)	4.0	(100)	9.6	(1001)
Lehman	4.8	(166)	4.7	(127)	14.3	(49)	14.4	(118)	21.7	(1583)
Queens	4.9	(494)	7.7	(13)	19.8	(81)	25.7	(35)	31.3	(2509)
York	1.7	(118)	11.1	(18)	9.6	(52)	0.0	(10)	11.7	(711)

** Chi square is significant at the .01 level.
# Students who transferred among senior colleges have been excluded from this table.